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A Study of Personnel Practices Related to Teacher Aide Programs

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A STUDY OF PERSONNEL PRACTICES
RELATED TO TEACHER AIDE PROGRAMS

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Kent H. Pratt
March, 1970

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APPROVED FOR THE GRADUATE FACULTY

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

A growing number of school districts have used teacher aides or paraprofessionals. State Boards of Education have voiced concern that directors and administrators develop and follow sound personnel policies in the hiring of teacher aides.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study to propose guidelines for (1) selection of teacher aides, (2) training of teacher aides, (3) supervision of teacher aides, and (4) evaluation of teacher aides.

Importance of the study. The increasing use of teacher aides has focused attention on a need for an organized program related to the problem. This study investigated programs which proposed guidelines administrators and teachers could use in the selection, training, supervision, and evaluation of teacher aides.

II. LIMITATIONS OF THE STUDY

The study was limited to an investigation of practices of elementary schools in Washington that had a teacher aide program.

Data collection was limited to the following sources: (1) An investigation of literature related to the selection, training, supervision, and evaluation of aides. (2) A questionnaire survey of fifty randomly selected elementary schools in Washington.

III. DEFINITIONS OF TERMS USED

Teacher aide. Teacher aides referred to school employees who worked directly under the supervision of a certified teacher on tasks which are primarily of a routine or noninstructional nature.

Teacher. Teachers were certificated personnel who were responsible for instruction, for instructional services, or for student personnel services in the school.

IV. ORGANIZATION OF THE REMAINDER OF THE PAPER

The remainder of this paper is divided into four sections. Chapter two is a review of related literature. Chapter three relates the methods and procedures used in the study. Chapter four contains the results of the survey and is divided into four sub-divisions: (1) selection of aides, (2) training of aides, (3) supervision of aides, and (4) evaluation of aides. Chapter five contains the summary and recommendations.

CHAPTER II

SURVEY OF THE LITERATURE

Supervisors in public schools have been continually faced with problems of rising school enrollments, teacher shortages, lack of adequate facilities, and overburdened teachers. These factors all resulted in ineffective teaching and hampered the efforts of supervisors in initiating desirable change in their schools.

Neagley and Evans supported this statement in a list of factors that influence change.

Many of the new procedures being advocated today require the additional expenditure of energy. The already overburdened teacher is reluctant to try new techniques if it requires a heavier work load than he is now carrying. The trend of the times is toward less work and more leisure. Teachers should not be expected to willingly increase their work loads when everyone else is lightening theirs.

In attempting to counteract this impediment to change, the supervisor must look for ways of reducing the clerical and supervisory duties of teachers before the instructional load is increased. There are many duties performed by teachers that can be done equally well by less qualified personnel (8:11).

The utilization of teacher aides within the schools has been one method to help check these problems. It was a well known fact that, "teaching takes time: time for preparation, time for classes, time for evaluation, time for consultation" (6:13).

Until recently no one has known how many teachers have the assistance of teacher aides or how beneficial they find this assistance. A survey by the NEA Research Division now reveals that almost 1 in 5 public school

teachers (19 percent) has assistance from a teacher aide. Of these, 14 percent share the services of one or more aides with other teachers; 5 percent have one or more aides of their own. Although the number of aides teachers reported as assisting them ranged as high as five, very few teachers indicated that they had more than one aide (7:16).

Gertrude Noar reported on a survey of teacher aide programs she undertook for the NEA National Commission on Teacher Education and Professional Standards. She said:

As they move into new ways of administering classrooms which an aide program promotes, many teachers find renewed satisfaction in their work. They see themselves anew--imaginative, creative, and able to handle anxieties which are likely to accompany change (7:19).

PLANNING THE TEACHER AIDE PROGRAM

In a democratic supervisory program, teachers were involved in much of the planning that affected them and their teaching. If teachers were involved in planning for the use of aides, they would be better informed on the type of aides to be hired, the tasks that were to be assigned, the objectives of the program, as well as the school system's philosophy regarding the use of aides. Moreover, they would be inclined to regard the use of aides as "their program" and therefore be interested in putting forth the extra effort that would help insure success (1:23).

Throughout the literature, various uses of teacher aides were listed. The tasks generally assigned teacher

aides fell into four categories: (1) clerical, (2) house-keeping, (3) library, and (4) auxiliary functions of the school.

Teacher and aide would work together more effectively where both understood their major roles and responsibilities. The public schools of Portland, Oregon developed the following outline of the responsibilities of the teacher and teacher aide:

1. The teacher is in authority and is responsible for the instructional program. The presence of a teacher aide does not lessen the teachers responsibility.
2. Communication between teacher and teacher aides should be open. They must be able to exchange information about pupils and discuss their own relationships.
3. The teacher and teacher aide should have daily planning and evaluating conferences.
4. The activities for the day must be well planned.
5. The aide should be able to take charge, if it is necessary, in the momentary absence of the teacher.
6. The teacher aide is assigned to the one teacher only and is not to be assigned other duties in the school building.
7. If a substitute is required for a day, the substitute assumes the responsibility of the teacher.
8. It is important that the teacher aide understand the philosophy of the district and teacher in regard to disciplining the children. (The teacher aides have no legal authority to punish children. This responsibility rests with the teacher.)
9. Tasks assigned to the aides should be increased gradually. (1:19-20)

The school staff, including the teachers who worked with aides, determined the functions of auxiliary personnel.

In fact, the decision involved two levels. The faculty as a group determined the general guidelines and policies. The individual classroom teacher designated what specific tasks the aide working in the specific classroom was to undertake. This was essential if the aide was to be of assistance in meeting the needs of children in the individual classroom (1:17). Appendix A (9:42) contains a list of suggested uses for non-professionals in the school.

Esbensen, in a report concerning teacher aides, said the usefulness of the teacher aide should be restricted only by his own personal limitations in whatever duties may be assigned to him by the regular classroom teacher (5:237).

RECRUITMENT OF TEACHER AIDES

Teacher aides may be persons residing in the neighborhood of the school in which they work, or they may be individuals hired without regard to their background or residence. Many of the school systems that have used aides for some years adopted the policy of employing persons residing out of the neighborhood of the particular school. Such a policy avoided subjecting aides to undue pressure of neighbors requesting information and to any implication of favoritism (1:25).

The Educational Research Service (1:25) stated that practically all of the teacher aides lived within the

immediate vicinity of the schools in which they worked. The announcement of the need for teacher aides usually was made through a variety of ways, such as sending notices home with students, advertising in local newspapers, announcing in P.T.A. meetings, in civic organizations, in church bulletins, and through employment agencies. Local high schools and teacher preparation institutions were a common source of recruiting people for teacher aide positions.

Singer (11:12) listed several kinds of aides. These included student teachers from teacher preparation programs, college students (not teacher preparation), clerical workers, college trained adults from community, other adults (not college trained or clerks). A more recent source was girls from the Job Corps. These girls were available in communities that had Job Corps programs within a close proximity.

QUALIFICATIONS OF TEACHER AIDES

Various qualifications for teacher aides were reported in the literature. Some schools employed only college graduates, former teachers, or student teachers. Some required a specified amount of college training. Thomson (12:327) stated that a teacher aide should possess some college training in order to have a good general information background and some degree of intellectual maturity so that the teacher aide could operate at a proper level.

Throughout the literature, emphasis was made upon the importance of selecting people for teacher aide positions who could work with people successfully. A teacher aide worked with principals, teachers, other teacher aides, students, clerical employees, custodians and other school personnel who all had different personalities and methods of completing their work. It was of particular importance that the aide have an appreciation of young people. As one author stated:

She will sometimes see youngsters at less than their best: when they forge passes, skip detention, ignore getting makeup materials, or break equipment. So she needs some reservoir of good will toward our oftentimes inconsistent and prideful youth. On the other hand, she cannot be too permissive either, thus allowing likeable students to talk her into ignoring school rules. Graciousness tinged with skepticism suggests a good teacher aide personality type (12:327-328).

Other important attributes mentioned have been those of adaptability and flexibility. Reliability was described as the most critical trait of all for the teacher aide to possess (12:328). The teacher aide had to complete a number of varied tasks, many of which needed to meet specific deadlines; and, it was important for the teacher aide to be able to have such qualities to accomplish such objectives. Appendix B includes two samples of interviews used by Minneapolis and Cleveland in hiring teacher aides (1:63-64).

TRAINING TEACHER AIDES

It was usually the principal's responsibility to orient and train teacher aides. On-the-job training

involving the teachers who were to use the aides was extremely important. Branick (3:61) listed nine performance requirements teacher aides were required to meet in on-the-job training:

1. Set up and operate audio-visual and related equipment.
2. Perform clerical tasks related to the instructional program.
3. Supervise students under direct supervision of the professional staff.
4. Take direction and supervision and maintain a high degree of behavior.
5. Be prepared to stand for long periods of time.
6. Lift up to 40 pounds.
7. Preserve good general health.
8. Maintain calm mature attitude toward students.
9. Be alert and action orientated.

Turney (13:19) stated that the effective use of instructional secretaries within the staff organization of a school would be dependent upon the existence of a well trained faculty and skillful administration and supervision of the program.

The training of aides could be effectively carried out within the school to a point. However, if the school was to avoid imposing an almost overwhelming burden on the busy teacher, a considerable amount of the training was accomplished in a workshop (1:29).

Clarke, proposed that the community junior colleges develop programs to train teacher aides (4:43-45).

Hardaway supported this by recommending that teacher preparation institutions should be a major source of teacher aides. These institutions should explore the possibility of assisting schools in the plan to determine to what extent their services will be needed in providing the necessary training (4:44).

EVALUATION OF TEACHER AIDE PROGRAMS

Evaluation of the teacher aides and teacher aide programs was directly related to the improvement of learning of students. This was not always easy to measure. Most of the literature was descriptive of teacher aide programs, and generally, praise for the programs was given. Bowen stated:

The necessity for using the present teaching staff more effectively is obvious. Teachers have attained higher levels of training and salary over the years, and it is socially and economically indefensible to use these specialized persons for sub-professional tasks. Every other major professional group has adopted procedures for using semi-professional assistants. Teaching seems to be the last outpost of unassisted professional effort (2:404).

Several authors have said that teacher performance increased when aides were in the classroom. Bowen pointed out the possibility that the presence of a potentially critical adult in class would spear teachers to greater effort (2:9). The Westside Community School, Omaha, Nebraska found:

Teachers who used secretarial help spent at least as much time planning and preparing lessons as those who did not--but they used more materials in their classes. Reason--Secretaries prepared materials, leaving teachers free for planning. Teachers who used secretaries ran classes that were better organized. Reason--again teachers with secretaries have more time to get organized and stay organized (10:13).

EVALUATION OF TEACHER AIDES

The Administrative Leadership Handbook on teacher aides stated: "Teacher aides should, of course, be evaluated at appropriate times and by appropriate persons. When they are evaluated, and by whom, will depend on their employment and other factors" (1:34).

Aides who are intermittent or temporary employees should certainly be evaluated after their first period of service, and always before they are re-engaged. For example, an aide who worked in a summer program should be evaluated before she is employed for service during the following school year. Aides who are hired or appointed for a school year, such as instructional secretaries and aides to teaching teams, should be evaluated each year, once past their initial probationary period (1:34).

Samples of evaluation forms used by the Cleveland Public Schools and the Norfolk Public Schools are included in Appendix C (1:45-47). Branick (3:61) reported a five point scale that included poise, personality, training, skills, and appearance. It was suggested by the Administrative Leadership Handbook that rating devices be completed in three copies. One copy was to be retained by the person making the evaluation, one copy was to be given to the

employee, and one copy was to go to the personnel office (1:34).

Clarke proposed the following evaluation procedure. "The evaluation should take place during and after the first year of employment. The teachers in the cooperating school should be asked to give a written appraisal of the aides' work at the end of each semester" (4:44).

CHAPTER III

SURVEY METHODS AND PROCEDURES

INTRODUCTION

The main purpose of this paper is to propose guidelines for selection, training, supervision, and evaluation of teacher aides.

A questionnaire survey was selected as the best means of securing information regarding personnel practices related to teacher aide programs in the State of Washington.

Specific areas of inquiry. The following areas of inquiry for the questionnaire were considered pertinent to the study:

1. Questions concerning the size and organization of aide programs in the schools
2. Questions concerning selection and qualifications
3. Questions concerning training of aides
4. Questions concerning supervision and administration of the program
5. Questions concerning evaluation of aides

Questionnaire distribution. Questionnaires were sent to fifty randomly selected elementary schools in the State of Washington. These were listed in a computer printout of elementary schools with teacher aides, 1968-69 school year, supplied by the Research Office, Superintendent of Public Instruction, Olympia, Washington.

Selection of sample. Schools were randomly selected with the aide of the Table of Random Numbers. Each school was assigned a number from 000 to 726. A point of entry on the table was selected with the use of a dart board. Fifty unlike numbers between 000 and 726 were picked reading down the column from the point of entry.

Tabulation and analysis. The responses to the questionnaires numbered thirty-four. This was 68 per cent. The description of current practices was based on data compiled from the returned questionnaires.

The data were empirically oriented and no attempt was made to produce a scientific sample. Questions were designed and organized for statistical compilation, but were open ended to encourage additional remarks. It was assumed that the results indicated the practices representative in teacher aide programs in the State of Washington.

Current administrative practices related to teacher aide programs provided trends rather than a solid basis for recommendations. Recommendations are based on these trends.

CHAPTER IV

RESULTS OF THE SURVEY

The results of the survey were classified into five basic sections. The first was based upon general information and reflected grade utilization and organization of teacher aide programs. The second section outlined methods and criterion used in the selection of teacher aides. Training of aides was the basis for section three. Section four was concerned with supervision and administration of the teacher aide program. The final section dealt with evaluation. Additional comments and supplementary materials supplied by the respondents were included in their respective sections.

I. GENERAL INFORMATION RESULTS

The first section of the questionnaire was designed to obtain information related to the organization of the various teacher aide programs. All recipients of the questionnaire were randomly picked from a list of schools having teacher aide programs during the 1968-1969 school year. All respondents reported a range of two years to four or more years for length of operation of an aide program.

No definite trend was indicated as to a preference for full time or part time aides. Twenty schools reported having aides working more than four hours and eighteen

reported aides working less than four hours. It was noted that a greater number of full time aides were used in first and second grades and in special education. The responses are tabulated in Table I.

TABLE I

GRADE UTILIZATION OF FULL TIME AIDES

Grade Level	Number of Aides
K	3
1	9
2	7
3	4
4	2
5	4
6	4
7	0
8	0
Special Education	8
Library	4

Very little difference in the number of part time aides assigned on the various grade levels was evident, although first and second grade have a slightly larger number of aides assigned. The responses are tabulated in Table II.

Financial support, in the majority of instances, was through the regular school district budget. The responses are tabulated in Table III.

TABLE II

GRADE UTILIZATION OF PART TIME AIDES

Grade Level	Number of Aides
K	4
1	7
2	6
3	5
4	6
5	5
6	5
7	0
8	0
Special Education	0
Library	5
Playground	5

TABLE III

SOURCE OF FUNDS FOR TEACHER AIDE PROGRAMS

Source	Frequency
Regular School District Budget	15
District funds matched with Federal Funds	8
Federal Funds only	5
Volunteer aides - No compensation	2

II. PERSONNEL SELECTION METHODS

The second section of the questionnaire was designed to provide information pertinent to the selection and qualifications of teacher aides. The question, significance of the question, and tabulation of the yes and no responses are listed below.

Question 1. Do you require aides to live out of the neighborhood of your school? This question was to determine the importance placed on personal involvement of aides and student problems through living in the same neighborhood. One respondent reported requiring aides to live outside the neighborhood of the school.

Question 2. Do you require aides to be high school graduates? The importance placed on aides having a high school education was the purpose of this question. Seventeen principals reported that a high school diploma was required.

Question 3. Do you require aides to be college graduates? The importance schools placed on aides having a college degree was the purpose of this question. One school reported having this requirement.

Question 4. Are aides required to pass an aptitude test before employment? Twenty-nine respondents indicated no test was required. Two principals required a test, but did not specify the type.

Question 5. Are aides required to have references from previous employers? Eighteen schools required references. Thirteen did not require references.

Question 6. Is there a maximum age limit for aides? Five schools reported having a maximum age limit for aides. Twenty-six did not have an age limit.

Question 7. Do you have an interview form or instrument? Five schools reported having an interview form.

Question 8. Do teachers have the opportunity to interview aides that will be assigned to them? Teacher

involvement in the employment of aides was investigated through this question. Five principals reported that the teachers have this opportunity.

Question 9. Are the personalities of aides and teachers to whom the aides will be assigned to be considered? Twenty-five principals reported that personalities were considered when hiring aides.

Question 10. Principals were asked to rank the three most desirable characteristics of teacher aides. Interest-enthusiasm, emotional stability, and cooperation were considered most important.

A summary of desirable teacher aide characteristics reported by respondents is presented in Table IV.

TABLE IV
LIST OF DESIRABLE CHARACTERISTICS
OF TEACHER AIDES

Characteristic	1st Choice	2nd Choice	3rd Choice
Appearance	4	1	0
Interest-enthusiasm	17	4	2
Knowledge	4	0	1
Previous Experience	1	1	0
Emotional Stability	11	2	1
Speech-Speaking Voice	1	0	0
Cooperation	11	2	3
Initiative	7	2	4
Organization	3	0	0
Other			
Apparent Maturity	2	0	0
Bilingual	0	1	0
Ethics	0	0	1
Judgment	0	0	1

III. TRAINING OF TEACHER AIDES

This section of the questionnaire investigated the training teacher aides have received. Twelve principals indicated that a type of training session was available before actual employment in the schools. Sixteen reported that none was available. Eight reported that community colleges were involved in the training and one reported a teacher preparation institution was involved. Other programs were handled by principal, teachers, other staff members or a combination of talent. The responses are tabulated in Table V.

Eleven schools reported having a program of on-the-job training. Twenty schools did not have a definite program.

TABLE V

USE OF PRE-SERVICE TRAINING SESSIONS

Source of Training	Frequency
Community College	8
Principal	3
Teachers	2
Teacher Training Institution	1
Other	
Central Office Staff	7

Teachers received a variety of types of orientation. Conference with principal and faculty meetings were the most often used. The responses are tabulated in Table VI.

TABLE VI

TEACHER ORIENTATION WHEN AIDES WERE ASSIGNED

Type of Orientation	Frequency
Conference with Principal	19
Faculty Meetings	17
Written Material	6
Attend Workshops	4
Observation of Aides in Action	3

IV. SUPERVISION AND ADMINISTRATION OF THE TEACHER AIDE PROGRAM

The fourth section of the questionnaire was designed to gain information concerning scheduling and problems related to the administration of the teacher aide program. Flexible scheduling was indicated as the most common plan--utilizing teacher aides on a need basis. Nine respondents indicated a strict time schedule. Aides worked for a particular teacher a particular time with no flexibility.

Teachers and principals working together were the most common way schedules were determined. Thirteen principals reported principal-teacher teams developed schedules. Eleven reported the schedules were made by the principal. One school reported having a special coordinator and two reported joint staff meetings resulted in teacher aide schedules.

Assignments of aides were dependent on many things. Class sizes were the most common. Table VII presents a summary of the rationale for assigning aides.

Teacher aides were utilized at all times of the school day in most cases. Eight principals reported that there were times during the day when teacher aides were not utilized.

TABLE VII

ASSIGNMENT OF AIDES

Rationale	Frequency
Class Size	6
Teacher Request	5
All Teachers Have Aides	2
Primary Area	2
Federal Program	2
Principals Decision	2
Team Teaching	1
One Aide per Building	1

V. EVALUATION OF AIDES

The last section of the questionnaire provided information on evaluation of teacher aides. Eighty-seven per cent of the respondents did not use an evaluation instrument. Only three principals reported having an evaluation form.

Teachers and principals, working together, were the most common evaluators of teacher aides. Six schools reported the principal had the sole responsibility for evaluation and one reported the superintendent had this responsibility.

Aides were evaluated annually in fifty per cent of the schools. Evaluation quarterly and semi-annually was carried on in two schools which replied.

Aides were found to be most helpful in clerical type duties and student supervision. Table VIII summarizes responses to areas in which aides were most helpful.

TABLE VIII
AREAS IN WHICH AIDES WERE CONSIDERED
TO BE MOST HELPFUL

Area	Frequency
Clerical Type Duties	22
Student Supervision	23
Tutors	16
Housekeeping	11
Library	15

Ninety per cent of the respondents reported having never dismissed an aide. The ones who reported dismissing an aide gave a variety of reasons including personality conflict, lack of efficiency, communication difficulty,

conflict of role, lack of competency, frequent absence and poor pupil relations.

Principals were asked to rate to what degree certain problems or complaints teachers had concerning aides. The three levels were frequently, sometimes, and never. No one item stood out as frequently being a problem. Timing and scheduling appeared to be the problems that came to the attention of principals most often. Table IX summarizes these responses. Table X shows the degree that teacher aides contribute to the increased efficiency of teachers.

TABLE IX

PROBLEMS CONCERNING TEACHER AIDES

Problem	Degree of Attention		
	Frequently	Sometimes	Never
Timing and Scheduling	0	20	10
Personality Conflict	0	9	19
Lack of Efficiency	1	9	17
Tardiness	0	6	24
Communication Difficulty	1	10	18
Conflict of Role	0	12	17
Lack of Competency	0	12	17
Lack of Interest	0	5	24
Poor Attitude	0	3	25
Frequent Absence	2	2	25
Poor Pupil Relations	0	8	21

TABLE X

TEACHER AIDES' CONTRIBUTION TO
INCREASE OF TEACHER EFFICIENCY

Contribution	Low	Degree of Increase										High
		1	2	3	4	5	6	7	8	9	10	
Provides more time for planning . .				3		3	2	1	5	1		9
Provides more time for individual help to students . . . . .	.1				1		2	4		4		13
Provides more materials for use in the classroom . . . . .	.1	1	1	1	2	3	1	3	5	1		6
Provides high degree of teacher morale . . . . .	.2				3	2	3	6		2		6

CHAPTER V

SUMMARY AND RECOMMENDATIONS

The purpose of this paper was to propose guidelines for (1) selection of teacher aides, (2) training of teacher aides, (3) supervision of teacher aides, and (4) evaluation of teacher aides.

Questionnaires were sent to fifty randomly selected elementary schools in the State of Washington. Thirty-four or 68 per cent of the questionnaires were returned.

I. SUMMARY

The following major findings resulted from the replies from the respondents to the questionnaire. Information is presented in the same order as in Chapter IV, "Results of the Questionnaire."

Personnel Selection

1. One principal required that aides live in a neighborhood other than the neighborhood of the school.
2. Fifty per cent of the principals required aides to have a high school education.
3. A college degree was not required of teacher aides.
4. An aptitude test was not generally utilized in the selection of aides.
5. Fifty per cent of the principals reported that a reference from previous employers was required.
6. Maximum age was not considered important.

7. Five respondents reported having an interview form.
8. Five principals reported that teachers did not take part in the interview of aides.
9. Seventy-three per cent of the respondents reported that personalities of aides and teachers were considered when hiring.
10. Characteristics of aides rated most desirable were interest-enthusiasm, emotional stability, and cooperation.

Training of Teacher Aides

1. Fifty per cent of the respondents reported that no pre-employment training was available.
2. Community colleges and programs within the school provided the training programs for aides attending training programs.
3. Twenty principals reported having no definite program of on-the-job training.
4. Teachers received orientation before aides were assigned through faculty meetings and conferences with the principal.

Supervision and Administration

1. A flexible schedule was generally used with aides available on a need basis.
2. Principals and teachers generally planned a teacher aide's time together.
3. Assignment of aides was by class size and teacher request in most responses.
4. Seventy-five per cent of the principals reported that aides were being utilized the entire time they were on the job.
5. Timing and scheduling was the problem most frequently facing principals.

Evaluation of Aides

1. Three principals reported having a form or instrument for evaluating aides.
2. Eighty per cent of schools reporting used a method of evaluation that involved both teachers and principals.
3. Fifty per cent of the respondents reported that aides were evaluated yearly.
4. Dismissal of aides was not generally rated as a problem.

II. RECOMMENDATIONS

Upon reviewing the evidence presented in the preceding chapter, it is apparent that current administrative practices related to a teacher aide program do not provide a solid basis for recommendations. Information gathered from the survey of the literature and the questionnaire do indicate some trends toward sound administrative practices.

The investigator makes the following recommendations, based on trends indicated by the literature and the questionnaire, and on his total background as a professional educator.

Personnel Selection

1. A high school diploma should be a minimum requirement of teacher aides. Adults working and speaking in the presence of children are very influential. Without a general educational background aides may not be effective.
2. An aptitude test should be developed by each school district employing aides. Depending on the skills desired,

this test could include typing ability, reading, writing, speaking, and computing. The Washington State Employment Service has tests that can be utilized if necessary.

3. Previous employers should be contacted to investigate the applicant's ability to work with people.

4. An age limit should not be set. Maturity and mobility plus the individual's potential contribution to the educational process are the main factors to consider.

5. Interview forms should be developed by each district. This form should outline the characteristics that are considered important. Respondents to the questionnaire indicated that interest-enthusiasm, emotional stability, and cooperation were desirable characteristics.

6. Teachers should have an opportunity to interview applicants before the final decision to employ them is made. Teachers and aides must work closely together. If personality conflicts or other problems are apparent, future problems can be avoided. Participating in the selection process will provide the teacher with a stronger sense of personal involvement.

Training of Aides

1. Training sessions for aides should be required before aides are assigned duties in the classroom. Busy teachers do not have time to teach and train aides at the same time. The training should include operation of equipment, location of materials, and school procedures.

2. Local community colleges should be encouraged to provide programs for training aides. Community colleges are in an excellent position to develop the skills needed in local districts.

3. An organized on-the-job training program should be developed to re-inforce skills learned in the pre-service program and develop additional skills.

4. Teachers should be instructed in effective use of teacher aides. Many teachers are not aware of how to utilize another adult in the classroom.

Supervision and Administration

1. A flexible schedule should be utilized when planning a teacher aide work schedule. This type of schedule was reported by most of the respondents to the questionnaire.

2. Aides should be assigned a secondary task. If an aide's time is not being utilized by a teacher, an additional task such as working in the library, typing, or other clerical duties should be assigned.

3. Scheduling should be developed jointly by teachers and principal. A more efficient use of aides' time should develop if teachers and administrators jointly determine the best use of aides.

4. Duties assigned to aides should be designed to give the classroom teacher more time to teach. Non-instructional duties should be the fundamental occupation of aides.

Evaluation

1. An instrument should be developed by each district to expedite formal evaluation of aides. Improvement of the aides' efficiency and contribution to the learning process of children is the primary rationale behind evaluation. Appendix C includes sample evaluation forms now in use.

2. Aides should be evaluated quarterly and more often if deemed necessary. Weaknesses must be determined early so improvement can be initiated.

3. Evaluation should be by all persons concerned. The teacher, the principal, and the aide herself should all have a part in the process.

4. Results of the evaluation should be discussed frankly with the aide. At this time strengths and weaknesses can be pointed out and arrangements for improvement can be initiated.

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BIBLIOGRAPHY

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APPENDIX

APPENDIX A

FOURTEEN WAYS TO USE NONTEACHERS IN YOUR SCHOOL DISTRICT

by

William J. Rioux

Here are fourteen full or part time positions that could be filled by nonteaching personnel, and that can help strengthen your educational program and relieve teachers and administrators of clerical and routine assignments. These positions could be handled by trainable but educationally deprived adults or school dropouts. In districts where such personnel are available, their employment and training would constitute a distinct contribution by education to the war against poverty.

1. HOMEWORK HELPERS. Provide basic assistance to students on minor academic problems.
2. STUDY CENTER MONITORS. Oversee mechanical details of room organization, general behavior of students, cleanliness of room during and after study hours.
3. TEAM-TEACHING ASSISTANTS. Maintain attendance records, correct true-false and multiple choice questions, arrange for use of audiovisual equipment, duplicate materials, secure library materials under teacher direction.
4. AUDIOVISUAL EQUIPMENT MANAGERS. Handle audiovisual equipment requests and schedule and make equipment available as needed.

5. COMMUNITY RESOURCE UTILIZATION ASSISTANTS.

Assist teachers on field trips, acting as chaperone, monitor, and safety expert.

6. SCHOOL-COMMUNITY BLOCK WORKERS. Make contact with parents who rarely, if ever, participate in any school activity and explain school programs, rules, activities, and policies to them in detail.

7. CASE FINDERS. Bring to the attention of administrators or guidance counselors detrimental home situations which may have escaped notice. This implies knowledge in depth about the neighborhood and its families.

8. GROUP-WORK AIDES. Assist professionally trained group workers in setting up equipment, conducting activities, maintaining basic records under supervision.

9. HEALTH SERVICE AIDES. Assist nurses and doctors in arrangements related to health examinations and basic maintenance of clinic facilities.

10. AUTOMATED INSTRUCTION AIDES. Provide basic assistance to students learning to use equipment.

11. PLAYGROUND ASSISTANTS. Assist with management, control and distribution of materials. Some clean-up work.

12. EDUCATIONAL SURVEY AIDES. Secure data for a variety of school survey or research projects.

13. PRESCHOOL ASSISTANTS. Work under the direction of trained preschool teachers, organizing materials, dressing and undressing young children, supervising story telling.

14. COUNSELOR ASSISTANTS. Work under supervision of counselors, scheduling students, pulling records, maintaining records, basic clerical responsibilities. (9:42)

APPENDIX B

MINNEAPOLIS PUBLIC SCHOOLS

INTERVIEW FORM

NAME _____ INTERVIEWER _____ DATE _____

POSSIBLE SCORE	PASSING SCORE		SCORE GIVEN
-------------------	------------------	--	----------------

8	4	Personal traits: poise, tact, courtesy, enthusiasm, friendliness, appearance	_____
---	---	------------------------------------------------------------------------------	-------

8	4	Ability to express ideas: voice, command of English, articulation, etc.	_____
---	---	-------------------------------------------------------------------------	-------

24	12	Understanding child behavior	_____
----	----	------------------------------	-------

24	12	Experience, background in working with children	_____
----	----	-------------------------------------------------	-------

24	12	Competencies (clerical, art, printing, etc.)	_____
----	----	----------------------------------------------	-------

16	8	Information received from references that were contacted	_____
----	---	----------------------------------------------------------	-------

TOTAL SCORE

APPENDIX B

CLEVELAND PUBLIC SCHOOLS
INTERVIEW FORM

Date Interviewed _____

PERSONAL QUALIFICATIONS

	Excellent	Good	Fair	Poor
ALERTNESS				
APPEARANCE				
COMMAND OF LANGUAGE				
ENTHUSIASM				
MANNER & ATTITUDE				
MATURITY				
PERSONALITY				
POISE & BEARING				
VOICE & SPEECH				

EDUCATION _____

EXPERIENCE _____

COMMENTS:

Interviewer _____

CLEVELAND PUBLIC SCHOOLS
PRINCIPAL'S EVALUATION OF FEDERAL AIDE

Name of Aide _____

School _____ Employed from _____ to _____

Check appropriate evaluation below:

RELATIONS WITH OTHERS

- ☐ Exceptionally well accepted
☐ Works well with others
☐ Gets along satisfactorily
☐ Has some difficulty working
 with others
☐ Works very poorly with
 others

ATTITUDE-APPLICATION TO WORK

- ☐ Outstanding in enthusiasm
☐ Very interested and indus-
 trious
☐ Average in diligence and
 interest
☐ Somewhat indifferent
☐ Definitely not interested

JUDGMENT

- ☐ Exceptionally mature
☐ Above average in making
 decisions
☐ Usually makes the right
 decision
☐ Often uses poor judgment

DEPENDABILITY

- ☐ Completely dependable
☐ Above average dependability
☐ Usually dependable
☐ Sometimes neglectful or
 careless

ABILITY TO LEARN

- ☐ Learns very quickly
☐ Learns readily
☐ Average in learning
☐ Rather slow to learn
☐ Very slow to learn

QUALITY OF WORK

- ☐ Excellent
☐ Very good
☐ Average
☐ Below average
☐ Very poor

ATTENDANCE: ___ Regular ___ Irregular

PUNCTUALITY: ___ Regular ___ Irregular

OVER-ALL ___ Outstanding ___ Very Good ___ Average
 PERFORMANCE: ___ Marginal ___ Unsatisfactory

PERSONAL APPEARANCE:

HEALTH:

ADDITIONAL REMARKS:
 (Over if necessary)

Date _____

Principal _____

NORFOLK CITY SCHOOLS
Compensatory Education Program
Teacher Aide Evaluation Sheet

Name of Teacher Aide _____ Date _____

School _____ Assigned Area _____

NEEDS

SATISFACTORY IMPROVEMENT UNSATISFACTORY COMMENTS

APPEARANCE _____

ATTENDANCE _____

INTEREST _____

RELIABILITY _____

PERSONALITY _____

EFFECTIVENESS _____

Have you observed the performance of this individual?

_____ Yes _____ No

Special Skills and Aptitudes (Indicate):

Additional comments: _____

Recommendation for continuation in the program: ___ Yes ___ No

If you checked "No", kindly explain. _____

Signature _____

Position _____

APPENDIX C

(Source not Identified)

PERSONAL QUALITIES

Monthly Evaluation

1. Does the aide have good rapport with teachers and children?
Yes___ No___ Comment:
2. Has your aide shown initiative in the classroom? Yes___
No___ Comment:
3. In what areas was she most helpful?
4. In what areas was she of least help?
5. Please comment on any personal qualities which hampered
or enhanced the effectiveness of your aide:

Teacher's suggestions:

Yearly Evaluation

1. Has your aide helped to improve the reading skills of
your class? Yes___ No___ Comment:
2. Do you feel that the climate for learning has been improved
by the services of an aide? Yes___ No___ Comment:
3. Has there been any evidence of changes in your pupils as
a result of having the services of an aide? Yes___ No___
Comment:
4. Have you been able to devote more time to pupils who need
individual help since you have had an aide? Yes___ No___
Comment:
5. Does the aide have good rapport with the children? Yes___
No___ Comment:
6. Has your aide shown any initiative in helping in the class-
room? Yes___ No___ Comment:

7. To what extent has your aide increased your efficiency as a teacher (a) in relation to planning? (b) in relation to pupils? (c) in relation to your professional growth?
8. In what areas was she most helpful?
9. What skills or techniques were most useful in her work?
10. In what areas was she of least help?
11. What additional skills or techniques do you think she should possess?
12. Please comment on any personal qualities which have hampered the effectiveness of your aide.
13. Should your aide be encouraged to continue in the program? Yes___ No___ Comment:
14. What suggestions do you have to improve the training or efficiency of the aides?

Evaluating Performance

Two forms of evaluation are suggested. A monthly consideration (weekly at first) of the noninstructional tasks provides a check for both teacher and aide in determining the effectiveness of the program. An appraisal of personal qualities is both supportive and helpful. The evaluative process should be a mutual one, with both aide and teacher submitting comments and ideas.

NonInstructional Duties

Select those items which apply to your class, then place a check mark (✓) in the appropriate box.

WORKING WITH GROUPS OF CHILDREN

O.S. S. U.S.

Took the lunch report

Checked attendance sheet

Made experience chart for slow learners

Assisted children in making reading and word study booklets

WORKING WITH GROUPS OF CHILDREN (Cont.)	O.S.	S.	U.S.
Assisted children in recording chart stories	_____	_____	_____
Played reading readiness games with groups	_____	_____	_____
Read story to entire class	_____	_____	_____
Read story to small group	_____	_____	_____
Supervised group cutting pictures	_____	_____	_____
Supervised group finger painting	_____	_____	_____
Supervised group clay modeling	_____	_____	_____
Supervised doll corner	_____	_____	_____
Supervised block building	_____	_____	_____
Supervised sharing period	_____	_____	_____
Supervised buttoning coats	_____	_____	_____
Supervised lacing shoes	_____	_____	_____
Assisted with playground supervision	_____	_____	_____
Assisted with lunchroom supervision	_____	_____	_____
Collected milk, stamp, and lunch money	_____	_____	_____
Assisted with art, music, and dramatic presentations	_____	_____	_____
Assisted with checking out materials and books used directly by children	_____	_____	_____
Handled routine interruptions (notes, messages, deliveries, etc.)	_____	_____	_____
Supervised seatwork	_____	_____	_____
Assisted with physical education activities	_____	_____	_____

PREPARING INSTRUCTIONAL MATERIALS AND EQUIPMENT	O.S.	S.	U.S.
Collected and mounted pictures	_____	_____	_____
Duplicated instructional materials	_____	_____	_____
Assisted with the preparation of flash cards	_____	_____	_____
Assisted with the preparation of charts to be used as follow-up to reading and word attack skills taught	_____	_____	_____
Assisted in making physical facilities comfortable	_____	_____	_____
Decorated bulletin boards	_____	_____	_____
Cut letters for captions	_____	_____	_____
Prepared materials for seatwork	_____	_____	_____
Kept records of papers etc. sent home by children	_____	_____	_____
Prepared duplicate report cards	_____	_____	_____
Prepared paint area	_____	_____	_____
Sharpened pencils	_____	_____	_____
Scored objective tests	_____	_____	_____
Prepared transparencies, slides, posters, and other visual aids	_____	_____	_____
Operated audiovisual equipment	_____	_____	_____

PREPARING INSTRUCTIONAL MATERIALS
AND EQUIPMENT (Cont.)

O.S. S. U.S.

Balanced register in pencil

Marked attendance on report cards and
transfer cards

Completed information on front of permanent
and duplicate report cards

Made out inventory forms

Submitted requisitions for supplies

APPENDIX D

March 15, 1969

Dear Principal,

Enclosed you will find a questionnaire concerning the selection, qualifications, training and supervision of teacher aides. This study is being conducted as part of the requirements for a Masters' Degree at Central Washington State College.

The purpose of the study is to determine successful administrative practices currently in operation and from these develop guidelines that administrators and teachers can use.

Please include any duplicated material that you utilize in your teacher aide program. It would be sincerely appreciated. Data for this study will be so handled as to prevent identification of the sources.

Results of the questionnaire will be available to all respondents.

Please indicate your desires at the end of the questionnaire.

Sincerely,

Kent H. Pratt
Principal, Royal
Middle School

Graduate Committee:

J. Wesley Crum
William Gaskell
Richard Covington

Note: Address redacted due to privacy concerns

Please fill in the following questionnaire and return in the enclosed self-addressed envelope.

Your part in this study is greatly appreciated.

GENERAL INFORMATION

1. How long have you had teacher aides in your school?

- ☐ 1 year (68-69)
- ☐ 2 years
- ☐ 3 years
- ☐ 4 or more years

2. Number of aides working more than four hours per day.

- ☐ one ☐ two ☐ three ☐ four or more

3. Number of aides working less than four hours per day.

- ☐ one ☐ two ☐ three ☐ four or more

4. Grade organization of your school.

- | | | |
|--------------------------------|--------------------------------|--------------------------------------|
| <input type="checkbox"/> K - 6 | <input type="checkbox"/> 1 - 6 | <input type="checkbox"/> 4 - 6 |
| <input type="checkbox"/> K - 8 | <input type="checkbox"/> 1 - 8 | <input type="checkbox"/> 6 - 8 |
| <input type="checkbox"/> K - 3 | <input type="checkbox"/> 1 - 3 | <input type="checkbox"/> 5 - 7 |
| | | <input type="checkbox"/> Other _____ |

5. Grade levels using full time aides. (Four or more hours per day) Please indicate grade levels with numbers of aides on that level.

- | | | |
|----------------------------|----------------------------|--------------------------------------------|
| <input type="checkbox"/> K | <input type="checkbox"/> 4 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 5 | <input type="checkbox"/> Special Education |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 6 | <input type="checkbox"/> Library |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 7 | |

6. Grade levels using part-time aides. Please indicate grade levels with numbers of aides on that level.

- | | | |
|----------------------------|----------------------------|--------------------------------------------|
| <input type="checkbox"/> K | <input type="checkbox"/> 4 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 5 | <input type="checkbox"/> Special Education |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 6 | <input type="checkbox"/> Library |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 7 | |

7. How is the teacher aide program financed?

- ☐ Federal funds only
- ☐ District funds matched with federal funds
- ☐ Regular school district budget
- ☐ Volunteer aides receiving no compensation
- ☐ Other (Please specify) _____

SELECTION AND QUALIFICATIONS OF AIDES

1. Do you require aides to live out of the neighborhood of your school?
☐ Yes
☐ No
2. Do you require aides to be High School graduates?
☐ Yes
☐ No
3. Do you require aides to be college graduates?
☐ Yes
☐ No
4. Are aides required to pass an aptitude test before employment?
☐ Yes If yes, please attach a copy.
☐ No
5. Are aides required to have references from previous employers?
☐ Yes
☐ No
6. Is there a maximum age limit for aides?
☐ Yes If yes, what age?
☐ No
7. Do you have an interview form or instrument?
☐ Yes If yes, please attach a copy?
☐ No
8. Do teachers have the opportunity to interview aides that will be assigned to them?
☐ Yes
☐ No
9. Are the personalities of aides and teachers to whom the aides will be assigned to considered?
☐ Yes
☐ No

10. Please rank the three most important characteristics to be considered in selecting a teacher aide.

☐ Appearance
☐ Interest-enthusiasm
☐ Knowledge
☐ Previous experience as aide
☐ Emotional stability
☐ Speech-speaking voice
☐ Cooperation
☐ Initiative
☐ Organization
☐ Other _____

TRAINING OF TEACHER AIDES

1. Do aides attend a special training session before actual employment in the school?

☐ Yes
☐ No

2. If yes, who conducts the pre-service session?

☐ Community college
☐ Teacher training institution
☐ Principal
☐ Teachers
☐ Other (Please specify) _____

3. Do you have a program of on-the-job training?

☐ Yes If yes, please note any special methods
☐ No you have developed.

4. What types of orientation do teachers receive when aides are to be assigned?

☐ Attend workshops
☐ Faculty meetings
☐ Conference with principal
☐ Written material
☐ Observation of aides in action
☐ Other (Please specify) _____

SUPERVISION AND ADMINISTRATION OF THE TEACHER AIDE PROGRAM

1. How is aide's time scheduled if shared with two or more teachers?

☐ Need basis
☐ Strict time schedule
☐ Other (Please specify) _____

2. Who determines schedule aide will follow?

- ☐ Principal
☐ Teachers
☐ Special coordinator

3. Who determines assignment of aides?

- ☐ All teachers have aides
☐ Class size
☐ Teacher request
☐ Other (Please specify) _____

4. Are there times during the day aides are not utilized?

- ☐ Yes
☐ No

5. Following is a list of possible complaints or problems that teachers may have concerning aides. Please note the degree that they have come to your attention.

	Frequently	Sometimes	Never
Timing and Scheduling	_____	_____	_____
Personality conflict	_____	_____	_____
Lack of efficiency	_____	_____	_____
Tardiness	_____	_____	_____
Communication difficulty	_____	_____	_____
Conflict of role	_____	_____	_____
Lack of competency	_____	_____	_____
Lack of interest	_____	_____	_____
Poor attitude	_____	_____	_____
Frequent absence	_____	_____	_____
Poor Pupil relations	_____	_____	_____
Others (Please list below)			
_____	_____	_____	_____
_____	_____	_____	_____

EVALUATION OF AIDES

1. Do you use an instrument or form for evaluating aides?

☐ Yes If yes, please attach a copy.
☐ No

2. Who evaluates aides' proficiency?

☐ Teachers
☐ Principal
☐ Other (Please specify) _____

3. How often are aides formally evaluated?

☐ Quarterly
☐ Semi-annually
☐ Yearly
☐ Other (Please specify) _____

4. In what areas were aides most helpful?

☐ Clerical type duties
☐ Student supervision
☐ Tutors
☐ Housekeeping duties
☐ Library duties
☐ Other (Please specify) _____

5. Have you had, in the past, to dismiss a teacher aide before the completion of a contract?

☐ Yes
☐ No

6. Reason for Dismissal:

☐ Personality conflict
☐ Lack of efficiency
☐ Lack of interest
☐ Tardiness
☐ Communication difficulty
☐ Conflict of role
☐ Lack of competency
☐ Poor attitude
☐ Frequent absence
☐ Poor pupil relations
☐ Other (Please specify) _____

7. Following is a list of ways in which teacher aides could increase the efficiency of teachers. Please get the opinion of your teachers as to the degree of increase for each. 10 highest -- 1 lowest

Provides more time for planning 1 2 3 4 5 6 7 8 9 10

Provides more time for individual
help to students 1 2 3 4 5 6 7 8 9 10

Provides more materials for
use in the classroom 1 2 3 4 5 6 7 8 9 10

Provides a high degree of
teacher morale 1 2 3 4 5 6 7 8 9 10

8. Please list any additional suggestions for improvement or development of a teacher aide program.

If you desire a summary of this questionnaire, please list the following information: (If you desire to answer anonymously, detach this slip and mail separately.)

NAME: _____

POSITION: _____

ADDRESS: _____
